

Teacher's change of administration performance

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Abstract

The purpose of this article is to investigate the subject of change management by examining the subject of resistance under the changed resistance subdivision in public schools and to determine the consistency of the relevant observations with the literature and determine how the subject of change resistance in education takes place in education.

Change management practices are usually concentrated in private sector schools where competition is very intense, and no attention has been given to the need for detailed research on the subject in public schools. Because of this reason; state schools were selected in the field study, and a survey was conducted in this school according to change, change management, The research showed that; contrary to the many thoughts about public schools, the people who work at the school where they are researching, are ready to communicate in the face of open, resistance.

Sample of the study, 744 teachers. In the analysis of the data, Chi-square (χ^2) relationship analysis results were interpreted in order to determine whether the demographic variables are related or not. One-way ANOVA test and independent sample t-test results were used to examine various hypothesis test results.

As a result, it was observed that there was a statistically significant relationship between the significant decrease in the resistance to change, especially if it was informed in advance about changes in the age of the employees, the change score and the educational status,

Keywords: Change Management, Education, School, Education Manager, Teacher

Introduction

In order to meet the constantly rising expectations of people, institutions must constantly renew themselves, to overcome themselves, so they need to change. Therefore, in a competitive environment, those who cannot manage change find themselves altered.

Increasing the speed of development of technology accelerates the innovations and the developments in communication and transportation technologies accelerate the access of these innovations to people. Therefore, it is necessary to increase the pace of change in the enterprises. (Argüden, 2004, p.10).

In other words; The fact that the information mass that marked our current era is doubled every four years, causes the developed societies that fulfill the requirements of this age to be defined as information society or post modern society. Especially the developments in computer and communication technology and the fact that people have access to information in a very short time and in an easy way in parallel with these developments have caused the information to become a very important power. Today, knowledge has become the most important source of the economy. (Helvacı, 2005, p.2).

The change brings about the possibility of eliminating the future validity of the current solutions. In this context, taking part in change requires giving importance to information sources. Knowledge is the main source of understanding and understanding change. The change can be estimated at the right time by reaching enough information; this shows the importance of learning.

Rapid and continuous change is one of the basic features of the global knowledge world. In this context, enterprises can create change strategies by investing more on the components of intellectual capital, which are the main sources to keep the change in time.

Change requires companies to make changes in human resources, processes and technologies. In these three fundamental elements, change envisages to avoid conservatism and to innovate. In this context, in the global knowledge world of the 21st century, businesses face two options: managing change or being destroyed by change (Düren, 2002, p.223).

The research is to reveal how teachers in Erzincan city center perceive change management. In addition to the primary purpose of the research; age, marital status, education level, working time according to demographic variables such as teachers to change whether there is a significant difference in management management.

This study prepared according to the stated purposes; It is important to show how the change management is perceived by the teachers as important for education and to shed light on the point of the change of the education managers to the driving force for their schools.

Method

Regarding the method of the research; After focusing on the problem situation, purpose and importance of the problem, the hypotheses, universe and sample, assumptions and limitations are discussed and data collection and analysis are discussed.

Problem

The number of articles and papers on change management that attract the interest of the researchers is increasing day by day. Toffler points out that in modern society, the rate of change is out of control and has severe consequences such as adaptation disorder, and that people can only cope with change at certain levels, and that too much change takes place in a short period of time will create a devastating pressure on people, stress and confusion. and this is called the "shock of the future." (Toffler transfers Turgut, 1998, p.11). Uncertainty and change cover all areas and the necessity to live with change is becoming one of the most important realities today and in the future. The pace of change is increasing and the paradigms used to analyze society are changing (Helvacı, 2005, p.2). Determining how change management is perceived by teachers is the main problem of this article.

Universe and Sample

The universe of this research; It is composed of all teachers working in schools in the city center of Erzincan (N = 2098). As a sample, the schools in the city center of Erzincan; A total of 744 teachers participated in the study, including 134 primary school teachers, 20 pre-school teachers, 60 foreign language teachers, religious teacher teachers, 22 teachers, 481 teachers.

Research Model

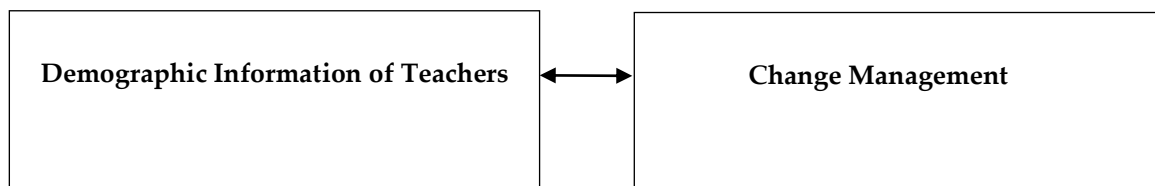


Figure 1. Model of the Study

This research was conducted with descriptive research model. Descriptive research is a research model that tries to explain the situations related to a problem, past or current events, concepts and relationships.

Limitations of the Research

The research is limited to the period between 01-29.01.2017 in the schools located in the city center of Erzincan.

Permission to allow partial research in schools may reduce the universe of the research.

For some teachers working in schools, it was impossible to reach for some reasons (report, illness, non-availability, etc.) for some reasons in which some of the data were planned to be collected.

The variables discussed in the study are limited by the reliability of the questionnaire applied.

The fact that some of the teachers working in the schools in Erzincan city center did not want to participate in the survey study caused the research universe sample to shrink.

Data Collection

Survey technique was used as data collection tool. In this questionnaire, the participants were asked to fill out the questionnaire by interviewing the participants face to face with the questionnaire forms and by telling them that they would be used only in a scientific study. The surveys were completed by the school teachers in January 2017.

For the preparation of the questionnaire which is the data collection tool, literature review related to change, management, change management and change success has been done. In addition, the researches and the questionnaires used in this research were examined. As a result of the studies conducted, a four-part questionnaire was developed by the researcher.

This form has been taken into consideration in the schools in Erzincan city center. In the information form, questions about socio-demographic information related to age, gender, marital status, education level, child status, branch, year of service are included. In the research as data collection tools; 10 questions "personal information form" prepared by the researcher in accordance with the literature, "organizational change scale" consisting of 67 items that measure the degree to which school administrators have "Scale of Organizational Change" is used.

Scale of Organizational Change

Questionnaire used as data collection tool; In 2014, Assist. Assoc. Dr. In the thesis titled "Teachers' Perceptions According to Teachers' Perceptions", prepared by Emine Gürer Bahadır under the supervision of Celal Gülşen, was used as a measurement tool.

Research Hypotheses

In this thesis, quantitative research was applied. The quantitative approach was formed by applying the research methods and data collection techniques used by the sciences to the social sciences at the beginning of the 20th century when the social sciences began to take shape. The quantitative research model is a research model that objectifies facts and events in an observable, measurable and quantifiable way. In our study, descriptive research model included in the quantitative research model was applied.

The main hypothesis of this research, which aims to determine how teachers in Erzincan city center perceived change management by education administrators, is presented below.

The main hypothesis of the study; "There is a statistically significant relationship between the teachers' demographics and their perception of change management." has been determined.

In the above-mentioned aim, in the direction of the main hypothesis, teachers who work in schools in Erzincan city center have answered the following question: What are the levels of perception of change management by teachers according to their gender, age, areas, marital status, number of children, length of service in the profession, union membership, educational status and the schools they graduated from last?

Statistical Analysis Used in Research

While analyzing the data collected in the study, the statistical solutions of the data obtained from the survey results were made by using the SPSS 23.0 software and Windows computer program. First, demographic variables are grouped. In the analysis of data; The significance level was determined as 0.05 and all analyzes were interpreted in accordance with the purpose. While analyzing the data, reliability analysis was performed for all questions and basic dimensions scaled. Cronbach Alpha (α) test statistic was applied for the dimensions. Data on the

characteristics of the teachers; The number was evaluated with percentage. In the examination of the data; Variance analysis, t test and anova statistical methods were used. While the dependent variables of the study are the part about determining the opinions of teachers, the independent variable is related to the socio-demographic characteristics of the teachers (gender, age, branch, marital status, number of children, length of service in the profession, union memberships, education status and the last graduating school) questions formed.

Findings

Socio-Demographic Findings Related to Participants

According to the gender of the teachers participating in the research; 367 women (49.3%) and 377 (50.7%) men. Figure 2 shows the distribution of 744 teachers by age.

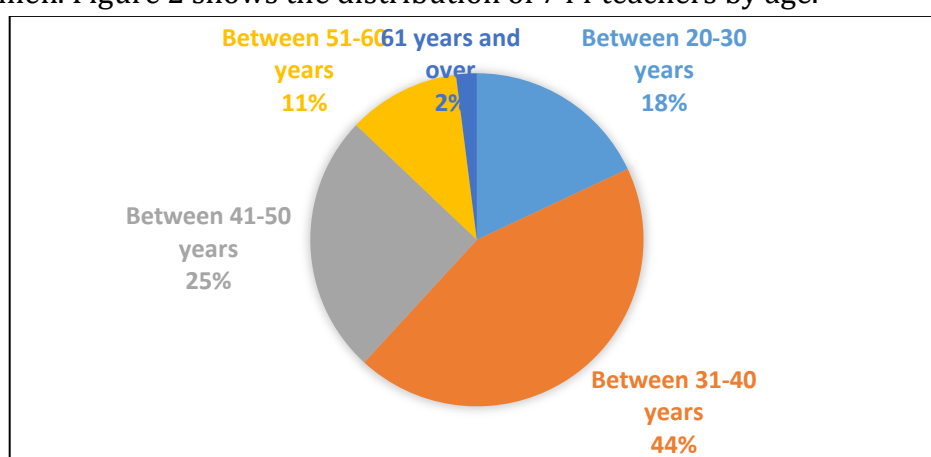


Figure 2: Distribution of Age

When evaluated according to the branches of teachers participating in the research; 194 teachers (26.1%), Preschool Teacher 20 people (2.7%), Religious Culture A. B. Teacher 27 people (3.6%), Guide Teacher 22 people (3.0%), the other 481 people (64.7%) were identified. According to marital status; married 643 people (86.4%), it is seen that there are 101 people (13.6%). The number of those who say yes is 530 teachers (71.2%) and the number of those who say no is 214 teachers (28.8%). According to the number of children; 161 teachers with 1 child (21.6%), 274 teachers with 2 children (36.8%), 281 teachers with 3 children (37.8%), 21 teachers with 4 children (2.8%), 7 teachers with 5 children (0.9%). Figure 3 shows the distribution of 744 teachers according to the duration of service in the profession.

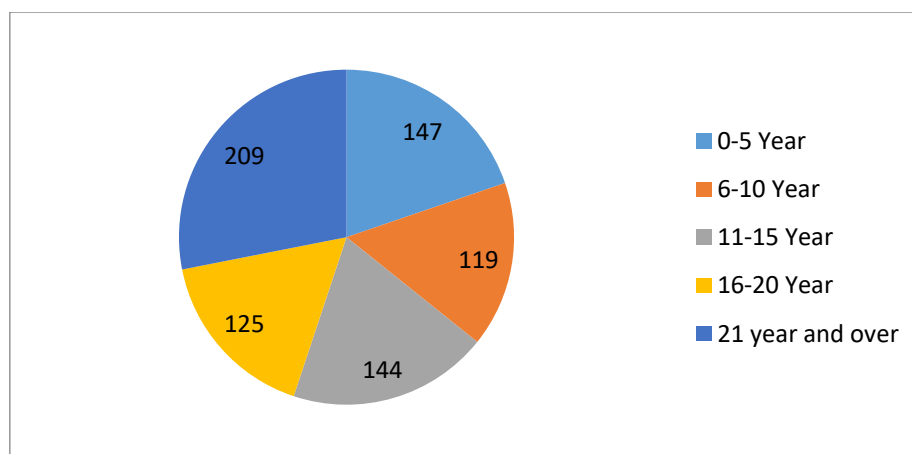


Figure 3: Number of people by profession

According to the membership status of the teachers participating in the research; 548 people (73.7%) and non-members 196 (26.3%), according to their level of education; 30 people (4.0%) with associate degree, 644 people (86.6%) with bachelor's degree, 70 graduates (9.4%), according to the type of institution the last graduated; 44 people (5.9%) who are graduates of education institute, 457 people (61.4%), who graduated from education faculty, 396 people (19.6%) who are graduates of the faculty of science and literature, 97 people (13.0%) graduated from other schools.

Reliability Analysis Results for Basic Dimensions

Reliability analysis was conducted for the survey questions used in the study. Cronbach's Alpha test statistic was used for the reliability of the questionnaire. Cronbach's Alpha coefficient used in the evaluation of the evaluation criteria; $0,00 \leq \alpha < 0,40$ scale is not reliable, $0,40 \leq \alpha < 0,60$ scale is low reliability, $0,60 \leq \alpha < 0,80$ scale is highly reliable, $0,80 \leq \alpha < 1,00$ scale is highly reliable was evaluated. Questions for each scale and Cronbach's Alpha values are given in Table 3-4-5-6. It can be said that reliability values within the scale used in this research are acceptable to social sciences.

Reliability Analysis of Organizational Change Scale

The results of the analysis are shown in table 1.

Table 1. Reliability Analysis of the Organizational Change Scale

Reliability Analysis	
Cronbach's Alpha	N of Items
,992	67

The internal consistency coefficient of the Organizational Change Scale was calculated. As shown in Table 1, the Cronbach's Alpha value was found to be 0.992. It is seen that Cronbach Alpha (α) test statistic values of all scaled substances are among the highly reliable limit values. When the frequency distribution of the organizational change scale is examined, it is found that the most of the expressions included in the organizational change questionnaire is "very".

Organizational Change Scale T Test and Analysis of Variance

Table 2. Gender and organizational change scale group analysis

	Gender	N	\bar{x}	ss	t	p
Organizational Change	Woman	367	38,0	7,7	,43	0,66
	Male	377	37,8	6,9		

As stated in Table 2, the mean of organizational change was found to be 37.9 ± 6.9 in 377 male teachers. Female teachers' perception of organizational change is higher.

Whether the difference between the organizational change levels of male and female teachers is a significant difference. (2-ended). When this value with a value of less than 0.05 is considered to be a significant difference between the two groups. Since the value of significance was $0.73 > 0.05$, it was seen that the level of organizational change of male and female teachers did not show any significant difference. In other words, the levels of organizational change of teachers do not differ significantly in terms of gender segmentation.

Table 3. Age and Organizational Change Anova Table

ANOVA					
Organizational Change	Sum of squares	df	Squares average	F	Sig.
Between groups	3,135	4	,784	1,551	,186
In groups	373,376	739	,505		
Total	376,511	743			

When the descriptive statistics of age and organizational change were examined, it was seen that the age of organizational change (2,3607) was the lowest among the age groups of the 31-35 age group, while the age groups were between the ages of 18-25 (2,1784).

According to the results of the F test performed at 95% confidence level, the significance level for the organizational change levels was $p = 0,186 > 0,05$. In other words; The levels of organizational change of teachers do not differ significantly according to age groups.

The organizational change levels of teachers working as preschool teachers are at the highest level (4,1045) and lowest for those working in other branches (3,7330).

Table 4. Branch and Organizational Change Anova Table

ANOVA					
Organizational Change	Sum of squares	df	Squares average	F	Sig.
Between groups	6,876	4	1,719	3,437	,009
In groups	369,635	739	,500		
Total	376,511	743			

According to the results of F test performed at 95% confidence level; The significance level for the levels of organizational change was found to be $p = 0.009 < 0.05$. In other words; The levels of organizational change of teachers vary significantly according to branch groups. As a result of the

post-hoc analysis of the significance of the group or groups; It was observed that the group of teachers in other branches was higher than other groups (Classroom Teacher, Preschool Teacher, Religious Culture A. Teacher, Guidance Teacher).

While 643 married teachers participated in the study, the average level of organizational change perception (3,7880) was found and 101 male teachers (3,8503) were determined. Single teachers have higher levels of perception of organizational change. In the analysis, it is understood that the level of organizational change of married or single teachers did not show a significant difference since the value of significance was $0.414 > 0.05$. In other words, the levels of organizational change of teachers do not differ significantly in terms of marital status divisions.

While the average organizational change perception level of the 530 teachers (3,7725) with the children who participated in the study was found, the average organizational change perception level of 214 teachers (3,8558) was determined. Teachers with no children have a higher perception of organizational change. Since the significance analysis was $0.149 > 0.05$, it was seen that the level of organizational change of the teachers with or without children did not show any significant difference. In other words, the levels of organizational change of teachers do not differ significantly in terms of the presence of children.

While the teachers' level of organizational change (4,0000) is the highest for teachers whose number of children is 6, The level of organizational change (3,4975) is the lowest in the number of children whose number of children is 5.

Table 5. Number of Children and Organizational Change Anova Table

ANOVA					
Organizational Change	Sum of squares	df	Squares average	F	Sig.
Between groups	2,658	5	,532	1,049	,387
In groups	373,853	738	,507		
Total	376,511	743			

According to the results of F test, 95% confidence level was found to be $p = 0,387 > 0,05$ for organizational change levels. In other words, the levels of organizational change of teachers do not differ significantly according to the number of children.

Looking at the descriptive statistics of teachers' service life and organizational change; While the levels of organizational change (3,9138) were the highest among teachers from 0 to 5 years, it was observed that the levels of organizational change of teachers with 21 years and above were at the lowest level (3,7321).

Table 6. Time of Service and Organizational Change Anova Table

ANOVA					
Organizational Change	Sum of squares	df	Squares average	F	Sig.
Between groups	3,134	4	,784	1,551	,186
In groups	373,377	739	,505		

Total	376,511	743
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According to the results of the F test performed at 95% confidence level, the significance level for the organizational change levels was $p = 0,186 > 0,05$. In other words, the levels of organizational change of teachers do not differ significantly according to the periods of service in the profession.

While the average organizational change perception level of the 548 teachers who participated in the research was (3.7576), the average organizational change perception level of 196 teachers (3,9051) who were not members of the union contributing to the study was determined. Teachers who are not members of the union have higher perception levels of organizational change.

As the significance level of the analysis was $0.013 < 0.05$, it was seen that the levels of organizational change of the members of the union and non-union were significantly different. In other words, the levels of organizational change of teachers differ significantly from the point of view of the unionization of the members of the union.

When the status of educational change and organizational change are analyzed, the level of organizational change (3,9732) is the highest for teachers with educational status groups while the level of organizational change for teachers with graduate education (3,5165) is lowest.

Table 7. Educational Status and Organizational Change Anova Table

ANOVA					
Organizational Change	Sum of squares	df	Squares average	F	Sig.
Between groups	6,744	2	3,372	6,758	,001
In groups	369,766	741	,499		
Total	376,511	743			

According to the results of F test performed at 95% confidence level; Significance value for organizational change levels was found to be $p = 0.001 < 0.05$. In other words, the levels of organizational change of teachers differ significantly according to educational status groups.

As a result of the post-hoc analysis, the group of teachers with associate degree and bachelor's degree is higher than the graduate group of graduate graduates.

According to the statistics of the last graduated institution and organizational changes, the last graduation of teachers is the organizational change level (3,8274) of the Faculty of Education, while the last graduation is the organizational change level of the teachers who are the Institution of Education (3, 7066) is at the lowest level.

Table 8. Last Graduated Institution and Organizational Change Anova Table

ANOVA					
Organizational Change	Sum of squares	df	Squares average	F	Sig.
Between groups	1,331	3	,444	,875	,454
In groups	375,180	740	,507		
Total	376,511	743			

According to the results of F test performed at 95% confidence level; The significance level for organizational change levels was found to be $p = 0.454 > 0.05$. In other words, the levels of organizational change of teachers do not differ significantly according to the groups they have graduated from.

Discussion

The main purpose of this study is to show how teachers working in schools in Erzincan city center perceive change management. In addition to the primary purpose of the research; age, marital status, education level, working time according to demographic variables such as teachers to change whether there is a significant difference in management management.

For this purpose, teachers who participated in the research conducted in schools in Erzincan province between 01-29.01.2017; 50.7% of men, 43,8% between 31-40 years old, 64.7% of the other branches (Painting, Music, Physical Teacher, etc.) they work, 86.4% married, 71.2% have children, 37.8% of them have 3 children, 28.1% of the 21 years and more years of occupational services, 66.5% of their service time in schools is found to be between 1 to 5 years.

The results of this study are consistent with other studies in the literature. Cakir (2009), according to the result of the research conducted by teachers, teachers themselves to the level that can adapt to any change in the organization will see. Teachers participated in a wide range of expressions of the organizational change scale.

In another study, Şentürk (2007), it was stated that the majority of primary school teachers perceived themselves as open to change and the perceptions of teachers across the whole sub-dimension and scale were found to be araştır disagree değiş in the findings related to the reasons for resistance to change. It is not similar to our study.

Another study of this study is that the teachers find the change is considered to be positive; It was found that the study findings were similar to those of Akpınar and Aydın (2007). In their study, Akpınar and Aydın (2007) found that primary school teachers found the changes in education positive and they adopted the reflection of these changes on the Turkish Education System but they were insufficient in the face of changes in education and they wanted to get education in this field.

It has been found in our study that teachers have different situations in favor of change according to their gender and it is determined that female teachers are more supportive of change than male teachers. In the study of Doğru and Uyar (2012), which do not comply with this result, female teachers see change as a ball of problems compared to male teachers, while men behave more willingly to change, in a similar way, Demirtaş's (2012) study shows that male teachers are more likely to what they see as obvious. Looking at the literature, the results of the study of Tandogdu (2007) support the findings; The results of Argon (2008) do not support the findings.

Different results were found according to age variable in the literature. In this study Cakir (2009), according to the age of the study made no difference according to the age variable, the study conducted by Şentürk (2007), 26-30 years old teachers more resistance to change than 31-40 years of age has reached the conclusion. In our study, there was no significant difference according to the age variable, and teachers in the 18-25 age group showed more resistance to change compared to the teachers in the 31-35 age group.

In our study, the resistance to change differs according to the level of education. In the study conducted by Şentürk (2007), which is not compatible with the study, it was found that teachers' resistance to change did not differ according to their level of education, and this situation was explained by the fact that the changes in the schools were affected by the change in the different education level teachers due to the fact that the changes in the schools usually occurred on the basis of the teaching level, courses or classes.

In our study, differentiation was found in the approach to change in terms of branch variable. In the study conducted by Balıkçı (2004) who did not show any similarity with this result, it was found that the classroom teachers had a more positive approach to the change according to the branch teachers and this difference was attributed to the fact that the class teachers spent more time in the school and the students took more responsibility in changing their behaviors.

The levels of organizational change of teachers with a service life of 5 years were found to be high, and the results of the study of Tandoğdu (2007) and Cenker (2008) support the study finding.

Conclusion

The opinions of the teachers working in the schools in the city center of Erzincan are generally positive for their participation in the items included in the survey.

Within the framework of the teachers' views on organizational change, there are 4 and 9 items that are the most attended in the statements about the ability of the educational administrators to determine the need for change in the school. According to this, "It determines how the technological and socio-economic developments in the world will affect the education and training," and "clearly and clearly describes changes in the field of education for school members." The participation rates of the teachers regarding the 4th and the 9th articles were very good and the participation rates were 43%.

In the statements about preparing the school for the process of change, the 38th item is the most attended. According to this; The participation rates of the teachers about the 38th article that determine the possible factors that facilitate the change are 50.7%.

It is the 43rd article with the most participation in the statements about the education manager's ability to implement change in school. According to this; The participation rates of the teachers regarding the Article 43 of the Article 43 of the. Teachers who communicate with the members of the school in order to overcome the difficulties while applying the change "are 51.2% of the participants who have consistently communicated well with the school members in order to overcome the difficulties.

The change in the education manager is the 66th item in the statements about the evaluation competencies. According to this, "At each stage of the process of change, teachers and other school members who participate in the process of change evaluates." The participation rates of the teachers regarding the article 66 in the form of teachers and the other school members participating in the process of change are very good at 54.0%.

Teachers working in schools in Erzincan city center;

There was no significant difference between the gender, age, marital status, the number of children, the number of children, the length of service in the profession and the opinions of the

last graduating institution and education administrators about the change management qualifications ($p > .05$).

There is a significant difference between their branches, their membership in the union, their educational status, and their opinion on change management qualifications. ($p < .05$).

As a result, within the framework of the opinions of the teachers working in the schools in the city center of Erzincan, it is understood that the managers of the managers have change management competencies. It is thought that education administrators will have sufficient level of change in the education sector where technology is rapidly changing and new generations will adapt to modern world order more easily. In addition, it should be seen that the teachers' views differ from the educational levels they have seen. Because education brings differentiation. According to the branches of the change in the different thoughts of the characteristics of the branches suggest that. The fact that there is a union membership is seen as the return of feeling the support of a non-governmental organization.

The use of a broader research area in studies related to the change management will be carried out later, including qualitative studies as well as quantitative research will increase the contribution of the subject to the literature.

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